

State of Alaska FY2010 Governor's Operating Budget

Department of Education and Early Development Teaching and Learning Support Results Delivery Unit Budget Summary

Teaching and Learning Support Results Delivery Unit

Contribution to Department's Mission

This Results Delivery Unit supports the mission of the Department of Education & Early Development as defined in the department level performance management model. Please refer to the information provided under the Department of Education & Early Development.

Core Services

- Provide leadership and technical assistance to schools related to state and federal education requirements and strategies that will result in improved student success
- Provide assistance to parents, families and schools to achieve greater involvement in students' education
- Administer statewide testing and assessment, provided technical assistance to district staff, and collects and analyzes data
- Provide ongoing and daily technical assistance to grantees related to increased student achievement, educational improvement, school health and safety
- Administer and provide technical assistance to schools on school choice options, such as Statewide Correspondence Programs and Charter Schools
- Issue and administer state and federal grants, contracts and Reimbursable Services Agreements for the provision of direct student instruction and professional development
- Administer Teacher Certification, National Council for Accreditation of Teacher Education (NCATE), and assure quality of in-state teacher preparation programs
- Administer Youth in Detention and Special Schools

FY2010 Resources Allocated to Achieve Results

FY2010 Results Delivery Unit Budget: \$214,356,800

Personnel:

Full time	87
Part time	0
Total	87

Key RDU Challenges

- The No Child left Behind (NCLB) Act requires a Statewide Accountability Plan. This plan includes all statewide assessments, whether state or federally mandated, data collecting and reporting requirements, a system for designating schools in need of improvement and schools that are highly successful. Amendments to the Accountability Plan now include reporting school results for making Adequate Yearly Progress both through the status model (percent of students meeting the annual targets) and through the growth model (the percent of students not proficient who are on track to be proficient in 4 years).
- NCLB requires a new and higher level of monitoring and accountability for school district programs, student achievement, and teacher and paraprofessional qualifications.
- NCLB requires that schools and districts be identified annually to determine if they meet Adequate Yearly Progress (AYP). Required actions increase the longer a school or district fails to meet AYP. Providing meaningful assistance to help schools and districts develop plans and implement strategies that will result in higher student achievement and meeting AYP continues to be a challenge.
- NCLB requires that school districts with schools identified as needing improvement provide supplemental

educational services and/or school choice options for students in the school improvement site. This is a challenge for Alaska's rural and remote schools, where these providers and options are limited.

- NCLB requires that all limited English proficient (LEP) students in grades K-12 be tested each year for English language proficiency. It also requires LEP students to be tested on the Standards Based Assessments (SBAs) in reading, writing and math in grades 3-10. These assessments are in English and can present difficulty to newly arrived immigrant LEP students as well as to Alaska Native students in immersion programs who are being taught in their Alaska heritage language in the early grades.
- NCLB requires that teachers and paraprofessionals meet the federal "highly qualified" requirements. The deadline for all teachers to be highly qualified in core content courses they teach was June 30, 2007. Every district must have a Highly Qualified Teacher Plan to show that if teachers are still not highly qualified they are being provided training to become highly qualified. This is a challenge for teachers in small rural schools. Many paraprofessionals are also required to take a rigorous state-administered test that demonstrates competency in key subject areas such as reading, writing and mathematics.
- NCLB requires the department to review teacher preparation and reading endorsement programs in the state to ensure compliance and alignment with NCLB. This is an ongoing challenge.
- NCLB requires the state to offer alternative routes to teacher certification. This will require significant regulation changes.
- Reauthorization of the Individuals with Disabilities Education Act (IDEA) now requires the department to align state regulations related to special education with the new act.
- The reauthorization of the federal Head Start Act in December 2007, and the Carl Perkins Vocational Education programs in 2006 and has created many new requirements for grant recipients and the state.

Significant Changes in Results to be Delivered in FY2010

Improve student results through focus on instruction, curriculum, professional development, and assessments aligned to state standards and grade level expectations (GLEs).

Major RDU Accomplishments in 2008

- Developed test items for Standards Based Assessments in reading, writing, and mathematics for grades 3-10 including content and bias review with statewide committees
- Field-tested Standards Based Assessments and field-tested future test items for the High School Graduation Qualifying Examination (HSGQE)
- Administered the Alaska Standards Based Assessments in grades 3 through 10, and the High School Graduation Qualifying Examination in grade 10, and the High School Graduation Qualifying Examination retake exam in grades 11, 12, as well as for adults
- Distributed, administered, scored, and reported results of the new Alternate Assessment in grades 3-10
- Administered an alternative assessment program for students with disabilities who are on a diploma track. This program includes the Modified HSGQE and the Non-standardized HSGQE
- Implemented a science assessment in grades 4, 8 and 10
- Implemented the third year of testing for students who are Limited English Proficient
- Administered the TerraNova (CAT 6) examination in grades 5 and 7

- Statewide administration of the Kindergarten Developmental Profile, and continued the development of a new developmental profile based on the new Early Learning Guidelines and the K-2 Standards
- Improved and continued to implement an individualized student identification system to measure student assessment results more accurately
- Continued the development of classroom assessments that will be highly aligned to the state's grade level expectations and statewide standards-based assessments
- Continued implementation of the Alaska Statewide Mentor Project, including mentoring for beginning teachers and coaching for principals (see new Statewide Mentoring Program component)
- Added Special Education Component to the Alaska Statewide Mentor Project. This was accomplished by a Federal State Professional Development (SPDG) Grant. These activities provide mentoring to beginning special education teachers and administrators (see Statewide Mentoring Component)
- The Special Education Continuous Improvement Monitoring Process continued to be refined and improved. This system of self-monitoring by the state will ensure better student outcomes for students with disabilities
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department developed the special education State Performance Plan (SPP). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The SPP spans a set of years from 2005 to 2010.
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department developed the special education Annual Performance Report (APR). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The report is required annually and is presented on the special education website.
- In conjunction with the annual Special Education Directors Conference conducted the following annual training for Alaska Special Education Due Process Hearing Officers;; Alaska Special Education Complaint Investigators; Alaska Special Education Mediators
- Conduct federal and state compliance monitoring activities with 12-15 district per year (on a 5 year rotating schedule)
- Held the annual Winter Education Conference for school district staff, with a focus on data driven decision-making, using formative assessments, and using researched based instructional strategies. Technical assistance and up-to-date information about the provisions of NCLB were provided to approximately 250 staff
- Provided standards-based professional development to approximately 2,000 Alaska educators
- Provided resources to school districts to assist in program evaluation and student intervention programs relating to meeting performance standards in reading, writing, and math
- Completed the initial phases to implement the Alaska Statewide Longitudinal Data System for federal and state data collection and reporting to provide quality data to stakeholders and policy makers

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**Teaching and Learning Support
RDU Financial Summary by Component**

All dollars shown in thousands

	FY2008 Actuals				FY2009 Management Plan				FY2010 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
Formula Expenditures None.												
Non-Formula Expenditures												
Student and School Achievement	5,683.6	129,664.4	1,253.8	136,601.8	7,811.6	155,626.2	1,407.9	164,845.7	8,583.4	155,626.2	1,308.2	165,517.8
Statewide Mentoring	3,900.0	0.0	0.0	3,900.0	3,900.0	0.0	600.0	4,500.0	3,900.0	0.0	600.0	4,500.0
Teacher Certification	5.2	0.0	348.2	353.4	8.5	0.0	679.2	687.7	8.5	0.0	693.4	701.9
Child Nutrition	61.7	38,523.5	0.0	38,585.2	66.7	35,490.0	0.0	35,556.7	86.6	35,494.1	0.0	35,580.7
Early Learning Coordination	0.0	0.0	0.0	0.0	6,989.3	256.7	0.0	7,246.0	7,799.7	256.7	0.0	8,056.4
Head Start Grants	6,070.3	115.0	0.0	6,185.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Early Learning Programs	404.0	0.0	0.0	404.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals	16,124.8	168,302.9	1,602.0	186,029.7	18,776.1	191,372.9	2,687.1	212,836.1	20,378.2	191,377.0	2,601.6	214,356.8

Teaching and Learning Support
Summary of RDU Budget Changes by Component
From FY2009 Management Plan to FY2010 Governor

All dollars shown in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2009 Management Plan	18,776.1	191,372.9	2,687.1	212,836.1
Adjustments which will continue current level of service:				
-Student and School Achievement	221.8	0.0	-299.7	-77.9
-Teacher Certification	0.0	0.0	14.2	14.2
-Child Nutrition	19.9	4.1	0.0	24.0
-Early Learning Coordination	10.4	0.0	0.0	10.4
Proposed budget increases:				
-Student and School Achievement	550.0	0.0	200.0	750.0
-Early Learning Coordination	800.0	0.0	0.0	800.0
FY2010 Governor	20,378.2	191,377.0	2,601.6	214,356.8